Course title: **Social Justice Education** Full marks: 100

Course no. Ed PM 446 Pass marks: 35

Nature of the course: Theory Periods per week: 6

Level: B.Ed. Time per period: 50 minutes

Year: Fourth Total periods: 150

**1. Course description**

This course is designed to assist the students to understand, appreciate and practice the essence of social justice in real life situation. It also intends to generate multiplier effect of social justice education extending from the Bachelor level classroom to the realities of the households. It will help the students to be familiar with the issues of social justice by exploring their own assumptions and beliefs. They are expected to identify not only the local social justice issues but also explore their scenario at the national and international context. In this sense, the course intends to help the students situate themselves in the lived reality and connect themselves with the macro environment around them.

**2. General objectives**

The general objectives of this course are as follows:

* To bring clarity to meaning, concept and history of justice and social justice
* To critique the inequalities among people
* To be familiar with international justice and the role of United Nations
* To highlight the child rights and child labor with universal declaration of human rights (UDHR) and comparison of Nepal Constitution (2072)
* To highlight the role of women in household affairs in Nepal
* To explain the concept of human values
* To delineate the implications of child labor, girl’s trafficking, child prostitution and social injustice
* To highlight approaches to promote social justice in society
* To be familiar with the causes and measures to end exploitation against the disadvantaged groups and women

**3. Specific objectives and contents**

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| * Define the meaning and concept of social justice * Provide the history of social welfare scheme in Nepal * Draw universal grounds for the determination of just and unjust practices | **Unit I: Introduction to social justice (10)**  1.1 Meaning and concept of social justice  1.2 History of social welfare scheme in Nepal  1.3 Universal grounds for the determination of just and unjust practices. |
| * Critique the concept on equity and equality * Identify the causes of inequality in distribution of goods, opportunities, rights and national sovereignty. * Enumerate the concept of equality and inequality in power. * Define the developmental aspects of international justice * Identify the evidences of international justice and developmental perspective * Find-out reliability and diversity of information systems * Define the critical aspects of horizontal equality | **Unit II: Rising inequalities among people (20)**  2.1 Critical domains of equality and equity  2.2 Critical areas of inequality in the distribution of goods, opportunities and rights  2.3 Need for further distinction and greater precision  2.4 National sovereignty and the right of intervention  2.5 Equalities and inequalities in power  2.6 Developmental aspects of international justice.  2.7 Decline in international justice from developmental perspective  2.8 Issues relating to reliability and diversity of information  2.9 Critical aspects of horizontal equality |
| * Trace the beginnings of development and international cooperation * Define the development model and distribution of power * Outline the characteristics of UN millennium development goals * Critique international justice, cooperation and partnership * Define social justice as a substitute for the protection of human rights * Analyze the major commitments of Copenhagen declaration * Define the role of UN in social justice | **Unit III: International justice and the role of United Nations (20)**  3.1 Beginning of development and international cooperation  3.2 Development model and new distribution of power  3.3 Millennium declaration and UN goals  3.4 International justice through cooperation and partnership  3.5 Critical views on the prevalent conception of international justice  3.6 Social justice as a substitute for the protection of human rights  3.7 Social justice and the protection of human rights  3.8 Major commitments of Copenhagen declaration  3.9 Role of the United Nations in promoting social justice. |
| * Define the concept of child labor * Identify the causes of child labor and its practice in Nepal * Critique the legislative provisions of labor act and children act of Nepal * Define the role of international treaty convention, CRC 1989 | **Unit IV: Child rights and child labor (20)**  4.1 Definition of child labor  4.2 Causes of child labor and its practice in Nepal  4.3 Legislative provisions in Nepal (Labor Act 1992,Children Act 1992, Nepal)  4.4 International treaty convention (1989 CRC) Geneva |
| * Define the household roles of women in different sectors. * Explain the role of women in culture * Identify the role of women in decision making process * Identify and explain the role of women in community * Identify the status of women as it relates to labor * Assess the role of women in national work force. * Explain the principles of CEDAW and Nepal’s ratification of it. * Critique on discriminatory laws for women in Nepal * Identify socio-political discrimination and the responsibility of the government against such discrimination | **Unit V: Role of women in household affairs (20)**   * 1. **Household role**      1. Reproductivity and women      2. 5.1.2 Family care and women      3. 5.1.3 Women and water supply   5.1.4 Household work and women   * 1. **5.2 Role of women in culture**       1. 5.2.1 Women and religion      2. 5.2.2 Status of women in different religions   5.2.3 Women as preserver of culture  **5.3 Role of women in decision making process**   * + 1. Participation of women in household decision     2. 5.3.2 Participation of women in political, social and economic decisions     3. 5.3.3 Family life and need of cooperative decision making   1. **5.4 Role of women in community**   5.4.1 Traditions and women in community development   * + 1. 5.4.2 Women and education     2. 5.4.3 Community health and women     3. 5.4.4 Natural resources and women   5.4.5 Success stories of the role of women in community   * 1. **Women and labor**       1. 5.5.1 Gender issues in economic activities      2. 5.5.2 Equal pay for equal work   5.5.3 Public affairs and women   * + 1. 5.5.4 Evaluation of women’s labor     2. 5.5.5 Role of women in national economy   1. **5.6 Convention on elimination of discrimination against women (CEDAW)**      1. 5.6.1 Introduction of CEDAW   5.6.2 Provision of ratification, implementation and reporting   * + 1. 5.6.3 CEDAW and Nepal’s ratification     2. 5.6.4 Government’s responsibility regarding the convention     3. 5.6.5 Campaign for the convention and gender equality   1. **5.7 Discriminatory laws for women in Nepal**      1. 5.7.1 Legal protection for gender equality   5.7.2 Legal views on women’s potentiality/ability   * + 1. 5.7.3 Discriminatory laws in Nepal     2. 5.7.4 Socio- political discrimination     3. 5.7.5 Responsibility of the Government against discrimination. |
| * Define the meaning, concept and classification of human values * Identify and explain different approaches to human values | **Unit VI: Concept of human values (15)**  **6.1 Human values**  6.1.1 Meaning and nature of values   * 6.1.2 Need for inculcation of values * 6.1.3 Classification of values * 6.1.4 Intellectual values * 6.1.5 Social values * 6.1.6 Moral values * 6.1.7 Political values * 6.1.8 Democratic values * **6.2Approaches to human values** * 6.2.1Value oriented education programs * 6.2.2 Citizenship education training * 6.2.3 Respect for the dignity of persons * 6.2.4 Loyalty to the country * 6.2.5 Freedom, sharing and tolerance * 6.2.6 Dignity of labor * 6.2.7 Development of character: truth, love, peace, right action and non-violence |
| * Explain the implications of child labor, girl’s trafficking, child prostitution and social injustice. | **Unit VII: Implications of child labor, girl’s**  **trafficking, child prostitution and social injustice (15)**   * 1. 7.1 Social implications in community assets and cultural heritage   2. 7.2 Cultural implications   3. 7.3 Economic implications   4. 7.4 Political implications   7.5 Environmental implications- solid waste management |
| * List out and explain the various approaches to promote social justice in society * Identify the role of teachers to address problems of child labor and girl’s trafficking. * Explain how alternative school system can act as a measure to minimize the practice of social injustice. | **Unit VIII: Approaches to promote social justice in society (20)**  8.1 Educational approaches  8.1.1 Legal approaches  8.1.2 Awareness campaign  8.1.3 Advocacy campaign  8.1.4 Rehabilitation program  8.1.5 Strengthening institutional capacity  8.1.6 Role of teachers to overcome the problem of child labor and girl’s trafficking  8.1.7 Alternative school system  a) Flexible scheduling  b)Teacher training  c) Literacy classes and vocational training |
| * Identify disadvantaged groups with their causes of disadvantages * Assess the existing legal provisions that stand for the disadvantaged groups * Suggest ways and measures to rehabilitate the disadvantaged children | **Unit IX: Disadvantaged groups (10)**  9.1 Children at work: causes and types of children’s work,  9.2 Disability and inclusive or special needs education  9.3 Girl trafficking  9.3.1 Violence against the girl and women  9.3.2 Exploitation against the girl and women  9.3.3 Measures to end exploitation against the girl and women  9.4 Street children  9.4.1 Status of street children  9.4.2 Causes behind becoming street children  9.4.3 Rehabilitation of street children and bonded labor  9.4.4 Causes and status of bonded labor  9.4.5 Legal provisions for elimination of bonded labor  9.5. Socially excluded groups: ethnic, caste, language minority groups and the disabled. |

Note: The figures in the parenthesis indicate the allocated periods for the respective units.

**4. Instructional techniques**

This course will be delivered by involving the students in different activities. The instructional techniques for this course are divided mainly into two groups. The first group consists of general instructional techniques which are applicable to the most parts of theoretical contents. The second group consists of specific instructional techniques which are applicable to contents demanding practical activities.

# 4.1. General instructional techniques

Introductory presentation on each topic of the unit by the teacher.

Use of lecture, question answer, discussion and other required methods for the theoretical contents.

Assignment, report writing and presentation in the classroom

Encouraging the students to participate in individual and group discussion and group assignments.

# 4. 2. Specific instructional techniques:

Introductory presentation on each topic of the unit by the teacher.

Use of lecture, question answer, discussion and other enquiry methods for theoretical contents.

Reading and report writing assignment and presentation in the class room.

Engaging the students in individual, group discussion and group assignments.

**5. Evaluation**

Both formative and summative evaluation techniques will be used to evaluate the learning of the students. Formative evaluation includes written tests, class participation, preparation and presentation of reports and practical exercises. The scores of formative evaluation will be used to provide feedback for improving their learning. Annual examination as a summative evaluation will be conducted by the Office of the Controller of Examinations. The types and number of questions to be included in the final examination are as follows:

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| --- | --- | --- | --- |
| Type of questions | Total questions to be included | Number of questions to be answered and marks to be allocated | Weightage |
| Group A: Multiple choice items | 20 | 20x 1 | 20 Marks |
| Group B: Short answer questions | 8 with Three "or" questions | 8x7 | 56 Marks |
| Group C: Long answer questions | 2 with One "or" question | 2x12 | 24 Marks |

**Recommended Books**

Bell, L. A. (1997).*Theoretical Foundations for Social Justice Education.*In Teaching for Diversity and Social Justice.(Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge. (Unit VI and VIII)

Children and women of Nepal: A situation analysis (1996). National Planning Commissions. HMG and UNICEF, Kathmandu, Nepal. (Unit V, VII and IX)

Dahal, K. (2053). *Audhogik bidhisastra.* Pairabi Prakashan (Unit IV and IX)

Fernandes, G. (1996). *A presentation for strategic workshop on trafficking in women and girls*. October (2-4). Lalitpur, Nepal. Organized by INHURED International (Unit V, VII and IX)

Grover, D. (1993).Law, Labour and the economic vulnerability of women in Nyinba society. *Journal of Himalayan Studies.* Vol. VII, No. 3-4. (Unit V, VI, VII and IX)

ILO Conventions: No.29 –*Forced Labor Convention*(1930), No. 87- *Freedom of Association and Protection of the Rights to Organize* (1948), No.98- *Right to Organize and Collective Bargaining Convention* (1949), No.100- *Equal Remuneration Convention*(1951), No.105- *Abolition of Forced Labor Convention* (1957), No.111- *Discrimination Employment and Occupation* *C*onvention (1958), No.138 –*Minimum Age Convention* (1973) and No.182- *Worst Forms of Child Labor Convention* (1999). (Unit III, IV, V, VI, VII, VIII and IX)

ILO, (nd). *Child labor in Nepal.* IPEC Vol 1 and11, Kathmandu, Nepal: Author (Unit IV and IX)

John, R. (1999). *A Theory of Justice* (Revised Edition) .Cambridge:The Belknap Press of Harvard University Press. (Unit I, VI, VII and VIII)

Mahajan, G. (1998) (edit)**.** *Democracy, Difference and Social Justice.*New Delhi: Oxford University Press.(Unit III, VI, VII and IX)

*Manav adhikar ko bishwo ghoshana patra(1948).* 10th December, UNO (Unit IV, VI and IX)

Ministry of Law (2072). *Constitution of Nepal.* Kathmandu: Author (Unit VI, VII and IX)

Ministry of law and parliamentary affairs (2047)*. Nepal adhirajya ko sambidhan, 2047.* Kathmandu: Author (Unit VI and IX)

O’Dea, P. (1993). G*ender exploitation and violence: the market in women, girls and sex in Nepal.* UNICEF, Kathmandu, Nepal. (Unit V and IX)

Pradhan, G. (2048). *Bal adhikar: sabai ko sarokar*. Kathmandu: Nepal bal majdur sarokar Kendra (Unit IV and IX)

Pradhan, G. (2048). *Nepal ma chelibetiko deha byapar*. Kathmandu: Nepal bal majdur sarokar Kendra (Unit V and IX)

Sattur, O. (1993). *Child labour in Nepal*. Kathmandu: Child workers in Nepal (CWIN). (Unit IV and IX)

Sen., A. (2009). *The Idea of Justice*. Cambridge: The Belknap Press of Harvard University Press.(Unit I and VIII )

Singh, V.P. (1995). *Education in human values* (manual for teachers). Madras: Nandan Offset Press.(Unit VI and VIII)

United Nations (2006). *The international forum for social development: Social justice in an open world, the role of the United Nations*. New York: Author (Unit II)

*Women: challenges to year 2000*, United Nations, New York, 1991 (Unit V)

**References**

The progress of Nations1(996).UNICEF house; division of communication,3 united Nations Plaza, New York,J,Y.10017,USA

The progress of nations (1976). UNICEF house; division of communication,3 united Nations Plaza, New York,J,Y.10017,USA

Women in development, A resource guide for organization and action (1993). ISIS women’s international information and communication service, ISIS, Geneva.

Women, development and democracy: A study of the socio-economic changes in the profile of women in Nepal, Shri Shakti Kathmandu, Nepal 1995

Dash, B.N. (1994). Foundation of educational thought and practice. New Delhi: Kalyani publishers.

Aggrawal, J.C(1994). *Theory and principles of education.* New Delhi: Vikash publishing house Pvt Ltd.

Murry, S.K. (1985). *Philosophical and sociological foundations of education.* Ludhiana:Prakash Brothers.